Name, _____ Grade, _____

1

Smithdeal's

PRACTICAL PROGRESSIVE

Writing Books,

BY G. N. Smithdeal, FOR

PUBLIC AND PRIVATE SCHOOLS.

P. F. Johnson Publishing Co.

RICHMOND, VA.

Description of Smithdeal's Writing Books.

The Smithdeal Series of Writing Books embraces six numbers, so graded in size of writing and the character and difficulty of copies as to meet the needs of writing students of all ages.

Book 1 contains all the small and capital letters and the figures. The main features of the book are word building, the placing of small letters and their corresponding capitals in juxtaposition, and the introduction of the simplest punctuation marks.

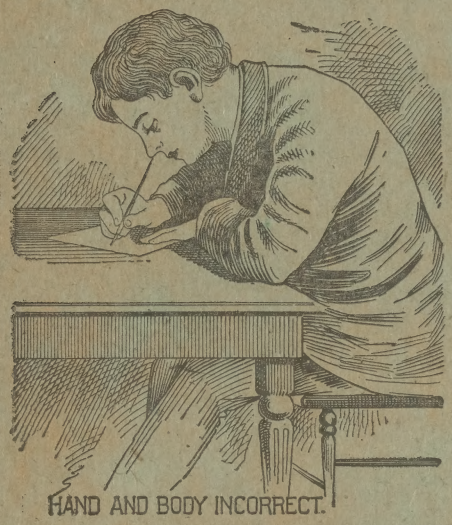
Book 2. The copies in this book embrace short statements of a profitable character, the simplest punctuation marks and the use of the four arithmetical signs.

Book 3 includes short but interesting historical statements, simple business sentences, and several additional punctuation marks.

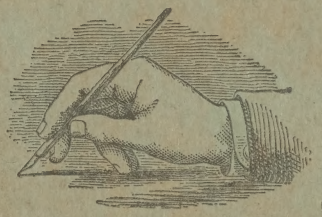
Book 4 is a collection of choice one and two-line quotations from standard authors.

Book 5 contains "Dictation Exercises" treating of interesting persons and events, and a series of social forms, including social letters, formal and informal notes, headings and endings of letters, and superscriptions.

Book 6 is a book of business forms in ordinary use. It includes notes, drafts, checks, advertisements, telegrams, &c.

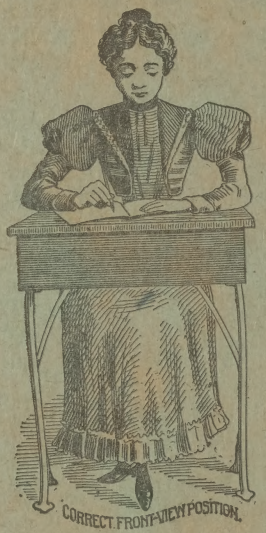


HAND AND BODY INCORRECT.



FRONT VIEW OF HAND.

BACK VIEW OF HAND.



CORRECT FRONT-VIEW POSITION.

CORRECT SIDE-VIEW POSITION.

Instructions.

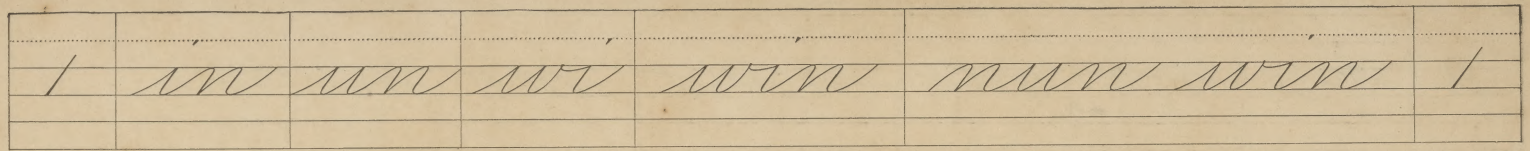
From an experience of sixteen years as teacher of penmanship, the author believes that lengthy or detailed instructions are not even read by the average student. Therefore these instructions are made as brief as possible, in the hope that they may not only be read but studied and applied in the practice of each student who wishes to write a legible, rapid, smooth hand, and to give his writing an attractive appearance.

Position.—This is an important matter and hence the several accompanying illustrations are given in the hope that they will greatly help the student secure correct position with hand, arm and body.

An easy and nearly erect position at the desk is best for the health as well as for the writing. Let the feet rest flat on the floor, under the desk. The right side may be inclined to the desk, though the front position is strongly advised in preference to either side position.

Wield the pen with the right hand and arm, if possible. Keep the paper in such position that when the writing hand is in the middle of the page, the right edge of the paper and the right edge of the arm will be parallel.

Pen-Holding.—The first and second fingers naturally form a slight fork



2	on	no	mo	mow	no moon	2

3	an	va	in	vain	vain man	3

4 ax coo me come a new ax 4

5	are	so	oar	soar	rose vines	5

6	do	dot	art	darts	don't do it	6

7	up	qu	ill	quill	quill pen	7

8	bee	oh	ho	hook	the brook	8

q	*jot*	*go*	*got*	*jugs*	*buy a jar*	*q*

10	zzz	for	off	fizzle	five zones	10

11 fir ork toy puff a puzzle 11

O	an old oak	D	red sands	C

E	easy to see	A	dark day	X

W	won't work	N	one canoe	M

2	quart pail	2	16 doz. eggs	0

U	*your uncle*	*Y*	*spry pony*	*H*

I	is not idle	I	to rose jars	I

I too tired to F fine knife K

S as soon as S tall ladies G

P a pig pen B a busy bee R

22	Our school	$2	How sweet!	33.

44	Eva is here	$3	Who is it?	55

66	Carl's canoe	$5	Go away!	77

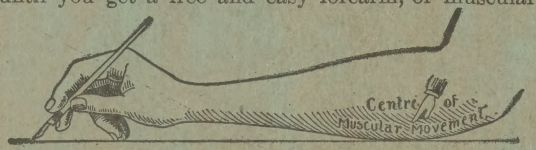
88	Am I not	a	good writer	?

at the end. Place the penholder in this fork in such a manner as will cause the hollow of the pen and the hollow of the hand to face the paper when you write. Let the end of the thumb press opposite the first joint of the front finger, but do not let the thumb touch the finger. The penholder should be seen between them. Let the thumb bend out—never in. The penholder should fit to the front finger, crossing just in front of knuckle joint, which is better, as a rule, than to let it drop below knuckle joint, though where this is found to be more natural and easy to the pupil, it is allowable.

Let the third and fourth fingers bend under, about half shut, so that the tips of the nails will rest on the paper or desk, rather than the fleshy part of the fingers. This will cause the hand to glide over the paper more smoothly and prevent the fingers from leaving a greasy substance on the paper and thus make it an unsatisfactory writing surface.

Let the full part of the arm, just in front of the elbow, rest lightly on the desk. Be sure to turn the hand and arm far enough to the body to cause the hollow of the hand and pen to face the paper and the penholder to point over the shoulder.

Movements.—Now you are ready to write. A new pen should be dipped in ink and rubbed with a bit of paper or cloth, so that it will hold and let down ink better. Having placed the penholder between the thumb and fingers properly and the arm on the desk, begin your movements before putting your pen on paper, as follows: Move the joints of the fingers and the thumb back and forth for at least three minutes or until the pen can be easily held in proper position under this movement. Now ink your pen and put it on paper and continue this movement, retracing the same line, an inch long, on an angle of 54° (the main slant of your writing) forty times. Now make an oval one-half inch long and five-sixths as wide, with the arm movement, back and forth through the sleeve. See that you keep hand, arm and body in proper position. Keep up this practice until you get a free and easy forearm, or muscular



movement. Now try the combined finger and arm movement on the straight line and the oval. Watch your practice and keep it up until you can use the combined movement with some degree of ease and speed.

You may now take up some other characters or letters and practice the three movements until you are at least somewhat familiar with them. All this work may be done on loose paper, or on Writing Book No. 1.

If necessary, in case of very young students, the above exercises may be reduced.

CONSTRUCTION OF LETTERS.

Each line of writing space consists of five equal parts, horizontally divided, three above and two below the line upon which the writing rests, called base line. The letters i, u, w, n, m, v, o, a, x, e, c, extend one space above base line; r, s, 1½ spaces; t, d, p, 2 spaces; p and q, 1½ spaces below; all capitals extend 3 spaces above, while Z, Y, J extend 2 spaces below also.

The figures extend 1½ spaces above base line, except 6, which extends two spaces, while the stems of 7 and 9 run one-half space below.

Joinings.—For illustrations of these measurements and the width of letters, unit of measure, slants, &c., see next page. There are two principal joinings—angular and short turn. The former is shown at the top, and the latter at the bottom of u. The angular joinings are sharp, but the lines should separate at once. The turns should be short, but not sharp. The pen must stop at angles, but should not at turns.

Taking Off the Pen.—The pen should be lifted from the paper as seldom as possible. The letter x, as well as every other small letter, should be made without lifting the pen. All the capitals except X, T, F, K, should be made without lifting the pen. The A and H used in most copy-books require lifting the pen twice. Our forms are as desirable in every way and do not require lifting the pen at all.

The connective curves are made with the upward movement; the straight, or main strokes are made downward.

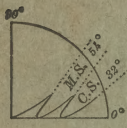
The important parts of capital letters are the direct oval (shown in O), the reversed oval (shown in X), the capital stem (shown in T). The oval part of capital stem should be in shape of an egg, and on a slant of about 17°.

Observe the difference in downward strokes in reversed ovals of V, U, Y, and those of W, X, Q, Z, H; also those of N and M. See next Page.

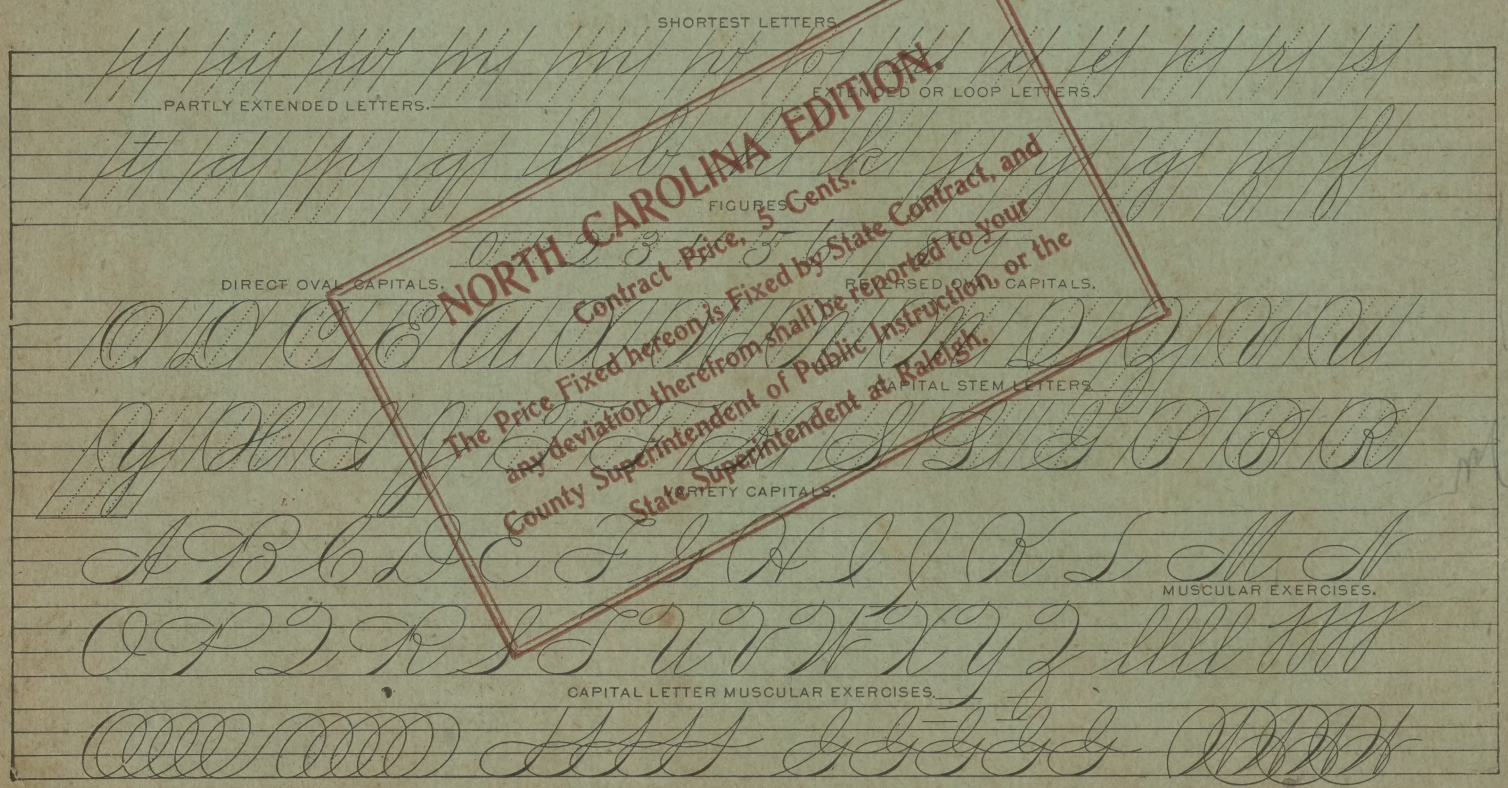
We desire also to call special attention to the following new and excellent text-books. Full descriptive circulars and catalogue will be sent on application: Johnson's Primer—beautifully illustrated in colors—prepared by an experienced primary teacher; Johnson's series of School Readers—First, Second, Third, Fourth and Fifth. The special aim of the authors and publishers in the preparation of these readers was to prepare a series of well-graded text-books, at the same time selecting such matter as would aid in cultivating a love of nature and also assist in the cultivation of the higher virtues. Lee's series of School Histories—Primary, Brief and Advanced; Smithdeal's Grammar, Speller and Letter-Writer—separately and all combined—adapted especially for work in high schools, business colleges, &c.; Southern Literature, by Miss Louise Manly; Teusler's Outlines of German Literature; Maury's History of Virginia; Thomas's Written Spelling Blanks; Southern States of the American Union, by Dr. J. L. M. Curry; Patrick's Grammars—Primary and Advanced; Richardson's Little Lessons in Plant Life for Little Children; Manual of Bible Morality; Graham's Arithmetics—Primary and Elementary; Henning's Geography of Virginia; White's Origin of the Pentateuch; Pollard's Tablets—Shakespearan and Literature; Smithdeal's Book-keeping; Simonton's Federal Courts, etc.; Shearer's Bible Course Syllabus (3 volumes); McLauchlin's Pensa Prima Latina.

B. F. Johnson Publishing Co., Richmond, Va.

SCALE OF SLANT AND MEASURE FOR SMITHDEAL'S WRITING BOOKS.



THE unit of measure is called a space, which in average writing is one-eighth of an inch, but we must have a measure which applies to all sizes of writing, hence small *u* is taken as the standard of measurement, as it is a space high, and a space wide between the two main strokes. A space in width is usually less than a space in height. A careful observation of the most rapid writers shows a slight tendency toward lessening the slant of the 52°, but not to adopting the vertical system, which is now somewhat prominently advocated. From a business standpoint, we may find it necessary to publish a vertical series of books, but we do not believe the vertical will ever supplant the slant system. In these books, therefore, we use 54° M. S. (Main Slant) and 32° C. S. (Connective Slant), as shown in the diagram above. For construction of letter see preceding page.



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Smell